



Public School Operated Pre-K Programs STARS Application

STARS is Vermont's Step Ahead Recognition System for Child Care, Early Education, and Afterschool Programs, and is a quality initiative of the Child Development Division, the Department of Children and Families, the Agency of Human Services, and the Agency of Education.

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Understanding the application process

PLEASE NOTE: This application is **ONLY** for public school operated pre-k programs. Organizations that operate multiple licensed sites or programs will need to submit an application for *each* licensed site or program.

This form should be used to renew your STARS status upon the expiration of your certificate. It may also be used to apply for additional points and a higher star level.

The STARS process is meant to be ongoing. Planning program improvements and implementing them over time as well as keeping records of current activities and practices will make the process most effective.

Applying for additional points/stars

Programs have the opportunity to apply for an increase in points/stars twice per year: once when their annual report or application is due, and one other time during the year. There is a waiting period of 90 days in between submitting STARS applications.

STARS Certificate

Programs with two or more stars must reapply to STARS every three years. After a program's application is approved, they will receive a STARS certificate that is valid for three years. Should a program's star level change during this three year period, a new certificate will be issued but the certificate expiration date will remain the same.

Programs are required to complete a STARS Annual Report to maintain their STARS status in the interim years before the STARS Certificate expires.

Tips for submitting the application

- Group application materials by arena.
- Clearly identify the documents supporting each arena. Use the boxes in the application to check what has been achieved and to indicate that appropriate documentation is included.
- Binders or special presentation materials are not needed or recommended.
- Applications should be signed and submitted with all supporting documents and mailed to: **STARS - MJCC, 81 Water Street, Middlebury, VT 05753**
- Please keep a copy of your application for your records.

How star levels are earned

There are four arenas in which points can be earned. The points from these arenas are then added together to determine the star level.

ARENAS

Staff Qualifications and Annual Professional Development2 to 3 possible points
Families and Community.....1 to 3 possible points
Program Practices1 to 5 possible points
Administration3 automatic points

STAR LEVEL

1 Star Program Regulated program in good standing*
2 Star Program1 to 4 points total
3 Star Program5 to 8 points total
4 Star Program9 to 11 points total
5 Star Program12 to 14 points total

* A program is in good standing when its license status is "licensed." The following license statuses are not in good standing: Denied or Withdrawn, Provisional, Intent to Suspend or Suspended, Intent to Revoke or Revoked.

Need assistance or have questions?

Call the STARS Coordinators at **(802) 398-2037** or email stars@mjcvt.org

To learn more about STARS please visit:

<http://dcf.vermont.gov/childcare/providers/stars>



Application Cover Pages for Public School Pre-K Programs

Affirmation

I certify that the information contained in this full application is true and correct. I understand that if any information contained in this application for the STARS program is found to be incorrect, that this application shall be voided and any certificate awarded shall be rescinded.

Signature of program representative

Date

Contact Information

Program Name (as it appears on CDD license)

License #

Contact Name

Position (director, coordinator, principal, etc.)

Director or principal name (if not above)

Street/P.O. Box (Mailing Address)

City

Zip

Town where facility is located

County

Phone number(s)

Email (for STARS correspondence)

Points Requested

The points requested should reflect the information supplied in the following pages. To earn points in a particular arena, you must complete that section of the application and submit it along with the appropriate documentation.

Arena	Number of Points Requested
Staff Qualifications and Professional Dev. 2–3 points	
Families and Community 1–3 points	
Program Practices 1–5 points	
Administration 3 points	3 (<i>awarded automatically</i>)
TOTAL POINTS	

Star Level Requested

Based on the total points above, please use the information below to determine the appropriate star level to request.

STAR LEVEL REQUESTED:

STAR LEVEL

- 1 Star Program Regulated program in good standing*
- 2 Star Program 1 to 4 points total
- 3 Star Program 5 to 8 points total
- 4 Star Program 9 to 11 points total
- 5 Star Program 12 to 14 points total

* A program is in good standing when its license status is "licensed." The following license statuses are not in good standing: Denied or Withdrawn, Provisional, Intent to Suspend or Suspended, Intent to Revoke or Revoked.

Background and Statistical Information

Type of program offered during regular operation

- ☐ Full day only (over 5 hours) ☐ Full and part day
☐ Part day only ☐ Other (explain) _____

Days and Hours of Operation

Days regularly open: ☐ MON ☐ TUE ☐ WED ☐ THU ☐ FRI ☐ SAT ☐ SUN

Hours of operation: _____ to _____ (please indicate AM/PM)

Do you offer more than one session per day? ☐ YES ☐ NO

Do you offer additional hours on school vacations? ☐ YES ☐ NO

This program is best described as:

- ☐ Open year round ☐ Open during school year only
☐ Open in summer only ☐ Other (explain) _____

Enrollment and Funding Information

_____ Total number of children enrolled in program

_____ Typical number of children attending on a given day

In the chart below, enter the number of children enrolled, both full and part time, in the indicated categories. Some children will fall in more than one category.

	Infant (up to 23 mos.)	Toddler (24–35 mos.)	Preschool	Kindergarten	School Age (1 st grade – 15 years)
TOTAL # OF ENROLLED CHILDREN IN EACH AGE GROUP					
Current number of children with families paying regular tuition/fees (receiving no other support)					
Current number of children enrolled through a public preschool partnership or because the program is a public school managed preschool	N/A	N/A		N/A	N/A
Current number of children funded through scholarships					
Current number of children receiving Child Care Financial Assistance (subsidy)					
Current number of children receiving Head Start/Early Head Start funding					

Staff Qualifications and Annual Professional Development Arena for Public School Operated Pre-K Programs

**2–3
POSSIBLE POINTS**

Check *one* of the statements below.

- ☐ **2 POINTS REQUESTED.** Programs will receive 2 points in this arena automatically.
- ☐ **3 POINTS REQUESTED.** To receive 3 points, the program must complete the criteria for 3 points, as outlined below.

3 POINTS

Evidence to meet the Staff Qualifications Standards

- Staff Qualifications Worksheet on pages 10–11 documenting a program score of 2.31 to 3.0.
- All teaching staff members *without* a Vermont Educator’s License have an IPDP or a statement of annual professional development goals.
- Documentation of degrees/professional development must be submitted with application *except* when it is all verified and in BFIS.

What to submit for verification

- ☐ Completed Staff Qualifications Worksheet documenting a program score of 2.31 to 3.0.
- ☐ Current (updated within a year) IPDPs or approved annual professional development goals for any teaching staff members without a Vermont Educator’s License.
- ☐ Documentation of degrees/professional development for all staff unless it is all verified and in BFIS.

** An IPDP means a current (updated within a year), personalized plan for increasing one’s knowledge and improving skills in the field of early care and education or afterschool services. It includes assessing current knowledge and skills in each of the core knowledge areas required to work in the field; identifying areas for growth and learning; stating specific measureable professional goals based on these areas of growth, with related strategies, resources, and a timeline to meet each goal. Sample IPDP format and information can be found at: northernlightscdc.org*

Staff Qualifications Worksheet

This worksheet assigns a numerical value to educational level, experience in the field and hours of participation in relevant professional development.

Staff members to be included are those individuals responsible for planning, implementing and/or evaluating the program's curriculum (e.g. teachers, teaching assistants, classroom aides, paraprofessionals, and program administrators). All staff that are in classrooms 10 or more hours a week should be included on the worksheet.

1. Use Charts A, B and C on pages 12–14 to determine a score for all teaching and/or program staff.
2. Add the scores in columns A, B and C for each staff member listed.
3. Convert the score(s) using chart D on page 14.
4. To calculate the point level in this arena, add all of the converted staff scores together from Column D, and then divide by the number of staff (see bottom of page 11). Refer to chart E on page 14 to determine the point level.

	A	B	C	A+B+C	D
Names of teaching staff	Score for Educational Attainment	Score for Professional Development	Score for Experience	Total Individual Score	Converted Score
Total from Column D (Add all of the converted staff scores and carry over to following page) →					

Staff Qualifications Worksheet, continued

Total from Column D, page 10 ➔

	A	B	C	A+B+C	D
Names of teaching staff	Score for Educational Attainment	Score for Professional Development	Score for Experience	Total Individual Score	Converted Score
Total from Column D (Add all of the converted staff scores) ➔					

$$\begin{array}{ccccc}
 \boxed{} & \div & \boxed{} & = & \boxed{} \\
 \text{Total from Column D} & & \text{\# of Staff} & & \text{Staff's average converted score}
 \end{array}$$

Use the staff's average converted score with **Chart E** on page 14 to determine the program's point level for this arena. The point level should match the points requested on page 9.

Chart A: Educational Attainment

Score	Education
1	<ul style="list-style-type: none"> Northern Lights Career Ladder Level I Certificate <i>OR</i> Fundamentals for Early Childhood Professionals course (or NL approved equivalent) <i>OR</i> Afterschool Essentials Certificate
4	<ul style="list-style-type: none"> Northern Lights Career Ladder Level II Certificate <i>OR</i> Current CDA credential <i>OR</i> 12 related college credits <i>OR</i> Vermont Afterschool Professional Credential
9	<ul style="list-style-type: none"> Northern Lights Career Ladder Level IIIA Certificate <i>OR</i> Certificate of Completion of Registered Child Care Apprenticeship <i>OR</i> 21 related credits in at least two of the VT core knowledge areas <i>OR</i> CCV Child Care Certificate
12	<ul style="list-style-type: none"> Northern Lights Career Ladder Level IIIB Certificate <i>OR</i> Early Childhood Family Mental Health Credential <i>OR</i> Program Director Credential Step 3 <i>OR</i> Associates degree in a related field, or associates degree with 21 related credits in at least 3 VT core knowledge areas
16	<ul style="list-style-type: none"> Northern Lights Level IVA Certificate <i>OR</i> Bachelor degree in related field <i>OR</i> Bachelor degree with 30 related college credits in at least three of the VT core knowledge areas
20	<ul style="list-style-type: none"> Northern Lights Level IVB Certificate <i>OR</i> Educator license with an endorsement in Early Childhood Education or Early Childhood Special Education or Elementary Education <i>OR</i> For afterschool programs only: an educator license in any area of endorsement
25	<ul style="list-style-type: none"> Northern Lights Level V or VI certificate <i>OR</i> Master's Degree or PhD in related field

Northern Lights Levels

Descriptions of the Early Childhood Career Ladder levels can be found on the Northern Lights at CCV website: <http://northernlightscv.org> under "Career Development"

College Degrees and Related Fields

To be eligible, the degree earned must reflect a major or concentration in one of the following fields:

- Early Childhood Education
- Child or Human Development
- Child and Family Studies (including home economics)
- Elementary Education
- Special Education

Related Credits

Related credits are college courses that must earn a grade of C- or higher and directly relate to one or more of the Early Childhood or Afterschool Core Knowledge Areas:

- Child and Youth Development
- Curriculum/Teaching and Learning
- Healthy and Safe Environments
- Partnering with Families and Communities
- Professionalism and Program Organization

Important note: All degrees and college coursework must be from an approved and accredited higher education institution. If you have any questions about this contact Northern Lights.

Chart B: Professional Development in the past year*

**The past year is defined as the year prior to receipt of your STARS application. For example, if your application is received in December 2019, we will consider professional development for the period December 2018–December 2019.*

Score	Professional Development Hours
1	18–20 hours
2	21–23 hours
3	24–26 hours
4	27+ hours
5	3 credit college course

Required criteria for professional development:

- Training approved by Northern Lights at CCV, including online trainings.*
- Relevant to the person’s position or individual professional development plan (IPDP)
- Delivered by a qualified instructor who has demonstrated competence in the subject by being in the Northern Lights Instructor Registry, who has national recognition as an instructor, or whose position and qualifications are deemed appropriate by the STARS Coordinators.
- Documented. (Verified professional development and degree information in the individual’s BFIS account is strongly encouraged.)

**Possible exceptions:* Public school sponsored or affiliation-based trainings that meet these criteria as determined by the STARS Coordinators. If you have questions about whether a particular training qualifies, please contact the STARS Office.

Professional development formats accepted:

Workshops, classes, conference sessions, college coursework and formal mentoring relationships (*no more than one-third of the total annual hours counted may be mentor meetings or other individualized instruction.*)

Typical sponsors of professional development include:

Community Child Care Support Agencies, the Agency of Education, Head Start and Vermont Birth to Five. These and other approved trainings are listed in the Bright Futures Information System BFIS-Course Calendar.

Chart C: Experience working in Early Childhood Education or another related field

Length of Experience (does not have to be continuous)	Score
12 to 23 months	1
2 to 5 years	2
5 years or more	3

Related Fields

- Child or Human Development
- Child and Family Studies (including home economics)
- Elementary Education
- Special Education

Chart D: Conversion Table

If the staff member's total individual score is:	Their converted score is:
0–4	0
5–11	1
12–20	2
21–33	3

Chart E: Program Points

If the staff's average converted score is:	The program's point level in the arena is:
0–0.3	Not Rated
.31–1.3	1
1.31–2.3	2
2.31–3.0	3

Families and Community Arena for Public School Operated Pre-K Programs

**1–3
POSSIBLE POINTS**

Check *one* of the statements below and, if the second statement is checked, indicate the number of points requested. Clearly label all Families and Community documentation and attach to this section of the application.

☐ **NO POINTS REQUESTED**

☐ _____ **(#) POINTS REQUESTED.** Documentation submitted meets the criteria for the requested number of points.

1 POINT

Evidence to meet the Families and Communities Standards

- The program surveys families at least once a year, and uses information from the survey to improve the program. The survey includes questions on daily routines, curriculum, and program policies.
- A written philosophy regarding the relationship between the program and families, including the role of families in a child's development and how programs support that role.
- The program has strategies to communicate with families, which they evaluate for efficacy.
- The program staff engages in professional networking activities. These are defined as activities where program staff has the opportunity to engage with other professionals in the field to share ideas, information, and professional knowledge.

What to submit for verification

- ☐ A blank sample of the family survey and a summary of the results of the survey.
- ☐ A written philosophy on parent/family relationships with the program.
- ☐ A description of three communication strategies and a summary of their effectiveness.
- ☐ A list of four networking activities (see Table A on page 17) including the date, activity, name of the activity organizer or contact, and staff attendee.

2 POINTS

Evidence to meet the Families and Communities Standards

- The program has met the criteria for one point.
- The program encourages families to be involved in the program.
- The program provides at least three events for families to meet program staff and other families each year. Two events can be social in nature, and one of the three events must address topics related to children and families.
- The program maintains connections with the community to support and advocate for children, families or the profession.

What to submit for verification

- ☐ The documentation for one point is submitted.
- ☐ A copy of the program policy describing how families are encouraged to be involved in the program. Typically this is addressed in the program handbook for families.
- ☐ The name, date and a brief description of each of the family events. Suggested documentation includes an event announcement, a family sign-up sheet, a photograph of the event, or an article describing the event.
- ☐ A list of at least three activities (see Table B on page 18) in which the program participated that supported maintaining connections with the community in support of families, children or the profession (see page 18 for example activities and evidence).

3 POINTS WITH A LEADERSHIP FOCUS

Evidence to meet the Families and Communities Standards

- The program has met the criteria for two points.
- The program has a written leadership philosophy that includes a description of leadership activities and how they are aligned with the leadership philosophy.
- The staff engages in leadership activities that support the childcare system and profession.

What to submit for verification

- ☐ The documentation for one and two points is submitted.
- ☐ A written leadership philosophy that includes a description of leadership activities and how they are aligned with the leadership philosophy.
- ☐ Documentation of six activities (Table C on page 19) where staff persons have engaged in leadership activities (see page 19 for examples).

3 POINTS WITH A STRENGTHENING FAMILIES FOCUS (instructions are on page 20)

Evidence to meet the Families and Communities Standards

- The program has met the criteria for two points.
- The program annually assesses their family strengthening practices using the Center for the Study of Social Policy Strengthening Families Program Self-Assessment. *See page 20 for detailed instructions on completing this assessment.*
- The program creates an Action Plan that identifies and supports areas of strength and outlines an approach to addressing areas that need improvement.

What to submit for verification

- ☐ The documentation for one and two points is submitted.
- ☐ Completion of the Strengthening Families Program Self-Assessment tool and a detailed description of the process used.
- ☐ A copy of the program's most-recent Action Plan.

Table A: Professional Networking

Date	Professional Networking Activity	Contact Person for Activity	Name of staff attendee(s)

Professional Networking Examples

Professional networking activities are defined as activities where program staff had the opportunity to engage face-to-face with other professionals in the field (who do not work in the same program/school environment) to share ideas, information, and knowledge.

- Director network meetings
- Meetings with expert consultants, such as health consultants
- IEP Meetings, CIS Meetings
- Conference attendance
- Professional Development Training (as long as it is not being used to earn points on the Staff Qualifications Worksheet)
- District-wide meetings

Table B: Community Support and Advocacy Activities

Date	Activity	Example	Evidence

Community Support and Advocacy Activities Examples

This list of examples is not exhaustive. If you have a question about an event or evidence to document your participation, call or email the STARS office for clarification at stars@mjcvt.org or (802) 398-2037.

Activity	Example	Evidence
Children in the program are involved in community service	Fundraise for charitable organization, donate to food shelf, participate in Green Up Day	Photo, written description, or article
Program participates in the CACFP		Copy of Day Care Home Application or online program agreement with AOE
Program staff receive formal mentoring	Apprenticeship, Vermont Birth to Five or VAEYC Quality Project mentoring	Copy of mentoring agreement or other verification from mentor agency
Children receive special services while attending the program	Service providers or special educators provide services to children while in attendance at the program	Meeting notes, description of services provided, sample dates and time of service
Participation in community activities on behalf of the program	Program participates in the community events like parades or Dabble Day.	Sign-up lists, planning meeting notes, photographs, narrative description, contact person
Attend recognition or advocacy events	Week of the Young Child, Let's Grow Kids events or Alliance events, attend a conference	Copy of announcement, narrative description, photo

Table C: Leadership Documentation

Please list six activities and provide documentation. This is in addition to activities already noted for two points.

Date	Activity	Example	Evidence

Leadership Documentation Examples

The list of examples is not exhaustive. If you have a question about an event or evidence to document your participation, call or email the STARS office for clarification at stars@mjcvt.org or (802) 398-2037.

Activity	Example	Evidence
Attending meetings of statewide or national organization.	Attending VAEYC, VCCPA or other statewide meetings, NAEYC, NAFCC or other national conferences	Copy of conference registration confirmation or receipt of registration payment
Supporting the Profession	Presenting at a statewide or regional meeting, keynote or workshop training	Copy of agenda or workshop schedule
	Teaching a college level course	Copy of course syllabus or course description
	Participating in the Instructor Registry	Copy of Instructor certificate
	Providing formal mentoring, participating in the MATCH registry	Copy of mentor agreement or MATCH certificate
Participate in statewide committees reviewing state policies/practices/grants	STARS Oversight, Evaluation, Blue Ribbon Commission	Copy of meeting notes or agenda
Legislative Advocacy	Testifying before a committee, representing Let's Grow Kids at a community or legislative event	Description of activity, photo, article
Author a professional article		Copy of table of contents for publication, or first page of article
Organize or host a community event, collaboration or initiative	Starting points or directors network leader, host professional conference or community event	Copy of event announcement, meeting notes, description of activities, photo

These instructions should be used to complete the Strengthening Families Focus for three points in the Families and Community Arena. *Your report to STARS will include a detailed description of the self-assessment process you used and a copy of the action plan.*

Locating the program self-assessment tools

Visit the Center for the Study of Social Policy website at:

<https://cssp.org/resource/strengthening-families-self-assessment-for-center-based-early-care-and-education-programs/>

Completing the Self-Assessment

1. Create a self-assessment team that represents a number of different perspectives at your program. You will include parents, direct service staff and administrative staff, depending on the type of program that is conducting the self-assessment. Home providers need only include yourself and parents as instructed on the self-assessment form.
2. Each member of the team should fill out the self-assessment form individually.
3. The team convenes to share and compare assessments. Each team member should have the chance to explain why they gave the rating they did. The team will make a final decision based on broad input.

Completing the Action Plan

1. The team will identify areas where the program scored highly.
2. Create a sustainability plan to make sure those areas stay strong. Specify key reasons for success, what needs to be done to ensure continued strength and who will be responsible for maintaining successful outcomes in the area.
3. Highlight the areas that a majority of the team rated as needing improvement.
4. Decide whether the practices needing improvement should be addressed immediately, over time, or not at all.
5. For the items that the team decides should be addressed immediately, teams should brainstorm plans to improve associated area outcomes, specifying the expected results, all resources, a timeline, who is responsible, check-in points and how and when longer term action steps will be addressed/implemented.

We encourage participants to spend time learning about Strengthening Families by accessing information from the website, which is a rich resource for providers. The STARS office also provides technical assistance with this process and can be reached at stars@mjcvt.org or (802) 398-2037.

Program Practices Arena for Public School Operated Pre-K Programs

**1–5
POSSIBLE POINTS**

Check *one* of the statements below and, if the second statement is checked, indicate the number of points requested. Clearly label all Program Practices documentation and attach to this section of the application.

☐ **NO POINTS REQUESTED**

☐ _____ **(#) POINTS REQUESTED.** Documentation submitted meets the criteria for the requested number of points.

1 POINT

Evidence to meet the Program Practices Standards

- The program completes a self-assessment using one or more of the tools listed below. Use the chart to determine the correct assessment tool(s) for your program. Center based programs that serve infants and toddlers *and* preschool age children should use both the ITERS and the ECERS.
- The program completes a program improvement plan based on the findings of the assessment. Staff members provide input for and receive feedback on the assessment and related plan.

Assessment Tool	Program Type
Infant & Toddler Environment Rating Scale (ITERS)	For programs with children ages birth – 35 months
Early Childhood Environment Rating Scale (ECERS)	For programs with children ages 3 – 5 years

What to submit for verification

- ☐ The “Profile” page from the assessment tool(s) dated within six months of this application (the Profile page is located at the end of the assessment booklet after the Score Sheets).
- ☐ A program improvement plan based on findings from the self-assessment.

2 POINTS

Evidence to meet the Program Practices Standards

- The program completes a self-assessment and then works with an approved assessor who acts as a consultant to educate the program about the assessment tool and its scoring system. Based on the assessor's feedback, the program writes a program improvement plan. *Contact the STARS office to request an unscored assessment with an approved assessor. At this point level, no score is required; it is the process of becoming familiar with the tool and developing a plan that is important.*
- The program regularly uses observation and other forms of informal assessments (checklists, anecdotal notes, work samples, running records or pictures) to document children's strengths, needs, interests and growth. The program maintains records of this documentation and utilizes the results of the ongoing system of assessment to inform curriculum planning.

What to submit for verification

- ☐ A verification form from the approved assessor who worked with the program. (This is submitted to the STARS office by the assessor after the unscored assessment.)
- ☐ A program improvement plan based on the results of the consultation.
- ☐ A description of how the program observes children and keeps records to support the observation process.
- ☐ Documentation of two different observations and how they were used to develop the curriculum.

3 POINTS USING ERS (Environment Rating Scale)

Evidence to meet the Program Practices Standards

- The program is evaluated by an approved assessor using the appropriate assessment tool(s) (refer to chart on page 21) and achieves a minimum score of 4.0. Staff members provide input during the evaluation process and receive feedback. The program submits a written improvement plan. *Contact the STARS office to request a scored assessment with an approved assessor.*
- The program regularly uses observation and other forms of informal assessments (checklists, anecdotal notes, work samples, running records or pictures) to document children's strengths, needs, interests and growth. The program maintains records of this documentation and utilizes the results of the ongoing system of assessment to inform curriculum planning.

What to submit for verification

- ☐ A verification form from the approved assessor who evaluated the program, indicating that a minimum score of 4.0 was achieved using the assessment tool(s). (This is submitted to the STARS office by the assessor after they complete the assessment.)
- ☐ A program improvement plan based on the results of the assessment, and addressing any subscale score below 3.0.
- ☐ A description of how the program observes children and keeps records to support the observation process.
- ☐ Documentation of two different observations and how they were used to develop the curriculum.

3 POINTS USING CLASS (Classroom Assessment Scoring System)

PREREQUISITE: Before a program is eligible to earn 3 points using CLASS, the program must have previously achieved at least 3 points in the Program Practices Arena by having a scored ERS Assessment.

Evidence to meet the Program Practices Standards

- The program regularly uses observation and other forms of informal assessments (checklists, anecdotal notes, work samples, running records or pictures) to document children's strengths, needs, interests and growth. The program maintains records of this documentation and utilizes the results of the ongoing system of assessment to inform curriculum planning.

For programs that have never had a STARS CLASS Assessment:

- The program has an unscored consultation with an approved assessor who provides information about the CLASS assessment tool and its scoring system. The program then submits a program improvement plan. The unscored consultation allows the program to keep its existing Program Practices points for one year, at which point the program must have had a subsequent, scored CLASS assessment and have met the scoring requirements for 3 points, as outlined on page 26. If the program chooses not to have a scored CLASS assessment, the program will receive 2 points in the Program Practices Arena.

For programs that have previously had a STARS CLASS Assessment:

- The program is evaluated by an approved assessor using CLASS, and meets the scoring requirements for 3 points, as outlined on page 26. The program then submits a written program improvement plan. The scored assessment will be valid for three years.

What to submit for verification

- ☐ A verification form from the approved assessor who evaluated the program. (This is submitted to the STARS office by the assessor after they complete the assessment.) If the

program has received a scored assessment, the verification form must reflect that the scoring requirements for 3 points have been met, as outlined on page 26.

- ☐ A program improvement plan that addresses the feedback from the CLASS observation. If there are low-scoring dimensions, these must be addressed as part of the plan.
- ☐ A description of how the program observes children and keeps records to support the observation process.
- ☐ Documentation of two different observations and how they were used to develop the curriculum.

4 POINTS USING ERS (Environment Rating Scale)

Evidence to meet the Program Practices Standards

- The program is evaluated by an approved assessor using the appropriate assessment tool(s) (refer to chart on page 21) and achieves a minimum score of 5.0. Staff members provide input during the evaluation process and receive feedback. The program submits a written improvement plan and evidence that actions specified in previous improvement plans have been completed. *Contact the STARS office to request a scored assessment with an approved assessor.*
- The program regularly uses observation and documents children's strengths, needs, interests and growth. These observations are recorded using the Teaching Strategies Gold tool at least twice a year. The program maintains records of their documentation and uses the results from child assessments to inform curriculum planning.
- ***For programs with Infants and Toddlers: The Ounce Scale may be used instead of Teaching Strategies Gold to observe and document children's strengths, needs, interests and growth.***

What to submit for verification

- ☐ A verification form from the approved assessor who evaluated the program, indicating that a minimum score of 5.0 was achieved using the assessment tool(s). (This is submitted to the STARS office by the assessor after they complete the assessment.)
- ☐ A program improvement plan and evidence that the actions specified in the previous improvement plans have been completed. The plan must also address any subscale score below 3.0.
- ☐ A schedule showing that the Teaching Strategies Gold tool was used at least twice a year and a summary of how the results have impacted the curriculum/program **OR**, for programs with Infants and Toddlers, verification of using the Ounce Scale as designed and a copy of a developmental profile with any personal information hidden.
- ☐ A description of how staff members are involved in program evaluation and program improvement plans.

4 POINTS USING CLASS (Classroom Assessment Scoring System)

PREREQUISITE: Before a program is eligible to earn 4 points using CLASS, the program must have previously achieved at least 3 points in the Program Practices Arena by having a scored ERS Assessment.

Evidence to meet the Program Practices Standards

- The program regularly uses observation and documents children's strengths, needs, interests and growth. These observations are recorded using the Teaching Strategies Gold tool at least twice a year. The program maintains records of their documentation and uses the results from child assessments to inform curriculum planning.

For programs that have never had a STARS CLASS Assessment:

- The program has an unscored consultation with an approved assessor who provides information about the CLASS assessment tool and its scoring system. The program then submits a program improvement plan. The unscored consultation allows the program to keep its existing Program Practices points for one year, at which point the program must have had a subsequent, scored CLASS assessment and have met the scoring requirements for 3 points, as outlined on page 26. If the program chooses not to have a scored CLASS assessment, the program will receive 2 points in the Program Practices Arena.

For programs that have previously had a STARS CLASS Assessment:

- The program is evaluated by an approved assessor using CLASS, and meets the scoring requirements for 4 points, as outlined on page 26. The program then submits a written program improvement plan. The scored assessment will be valid for three years.

What to submit for verification

- ☐ A verification form from the approved assessor who evaluated the program. (This is submitted to the STARS office by the assessor after they complete the assessment.) If the program has received a scored assessment, the verification form must reflect that the scoring requirements for 4 points have been met, as outlined on page 26.
- ☐ A program improvement plan that addresses the feedback from the CLASS observation. If there are low-scoring dimensions, these must be addressed as part of the plan.
- ☐ A schedule showing that the Teaching Strategies Gold tool was used at least twice a year and a summary of how the results have impacted the curriculum/program **OR**, for programs with Infants and Toddlers, verification of using the Ounce Scale as designed and a copy of a developmental profile with any personal information hidden.
- ☐ A description of how staff members are involved in program evaluation and program improvement plans.

5 POINTS

Evidence to meet the Program Practices Standards

- The program holds NAEYC accreditation or is a Head Start Program or Early Head Start Program with a Triennial Review Cover Letter indicating full compliance.

What to submit for verification

- ☐ A copy of NAEYC accreditation, or, for Head Start, a copy of the Triennial Review Cover Letter indicating full compliance.

CLASS Scoring Requirements for points in the Program Practices Arena

The chart below outlines how many Program Practices points a program will be eligible for, based on the score(s) they receive on their CLASS assessment.

Age Group Assessed	CLASS Scores Received	Program Practices Points
Preschool	Mid-range scores (3, 4 or 5) in the Emotional Support, Classroom Organization and Instructional Support Domains	3
Preschool	High scores (6 or 7) in the Emotional Support and Classroom Organization Domains and mid-range scores (3, 4 or 5) in the Instructional Support Domain	4
Toddler	Mid-range scores (3, 4 or 5) in both domains	3
Toddler	High scores (6 or 7) in the Emotional and Behavioral Support Domain and mid-range scores (3, 4 or 5) in the Engaged Support for Learning Domain	4
Infants	Score between 3 and 4 for Responsive Caregiving Domain	3
Infants	Score between 4 and 5 for Responsive Caregiving Domain	4

Programs with more than one observed classroom:

Each classroom will be assigned Program Practices points based on their CLASS Score(s). The Program Practices points for the classrooms will then be added together and averaged in order to determine the overall Program Practices point eligibility for the program. Averages will be rounded to the nearest point total.

Please note: Programs that do not meet the scoring thresholds listed in the chart above will be eligible for 2 points in the Program Practices Arena.

Administration Arena for Public School Operated Pre-K Programs

3 POINTS

All Public School Operated Pre-K Programs will automatically receive 3 points in the Administration Arena. No additional documentation is required.

- END OF APPLICATION -